DOCUMENT RESUME

ED 481 452 HE 036 238

TITLE	Ensuring Success. Inclusiveness Series.
INSTITUTION	Council of Graduate Schools, Washington, DC.
REPORT NO	Vol-3
ISBN	ISBN-0-9702680-4-1
PUB DATE	2003-00-00
NOTE	33p.; For volumes 1 and 2, see HE 036 236-237.
AVAILABLE FROM	Council of Graduate Schools, Department 0637, Washington, DC 20073-0637 (members: $15 for three-volume set; nonmembers, $25). Tel: 202-223-3791; Fax: 202-331-7157; Web site: http://www.cgsnet.org.
PUB TYPE	Books (010) -- Guides - Non-Classroom (055)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS
DESCRIPTORS	*Curriculum Development; Graduate Students; *Graduate Study; Mentors; *Minority Groups; *Success
IDENTIFIERS	*Student Support Services

ABSTRACT

Since 1994, the Council of Graduate Schools has awarded the Peterson's Award for Innovation in Promoting an Inclusive Graduate Community to one graduate school each year for the leadership it has taken in modeling practices and programs for the graduate community as a whole. This volume explores ways to move beyond recruiting toward ensuring the success of underrepresented minorities in graduate education and includes discussions of mentoring, curricular reform, and support systems. Strategies to ensure success include: (1) build a critical mass of students; (2) be aware of student needs; (3) welcome creative changes to curriculum; (4) mentor students effectively; (5) intervene as necessary; (6) create support services; and (7) develop effective funding strategies. Appendixes list contributors and some inclusiveness programs. (SLD)

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Ensuring Success

Inclusiveness Series
Volume 3

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Ensuring Success

COUNCIL OF GRADUATE SCHOOLS

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ISBN 0-9702680-4-1

Printed in Canada

10 9 8 7 6 5 4 3 2 1 05 04 03

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FOREWORD

The Council of Graduate Schools (CGS) is deeply committed to the belief that inclusiveness serves the best interests of higher education and the nation at large. An inclusive graduate community is one that seeks talented students from groups historically underrepresented in graduate education, encourages them to pursue advanced degrees, and provides them with an enriched graduate experience that fosters success.

Since 1994, the coveted CGS/Peterson's Award for Innovation in Promoting an Inclusive Graduate Community has annually recognized one graduate school for the leadership it has taken in modeling practices and programs for the graduate community as a whole. The winners have all implemented innovative reforms in university policies, practices, and procedures aimed to promote inclusiveness. But inclusiveness is not just about winning awards. It's about the hard, day-to-day work of creating an environment that attracts and retains the best and the brightest from historically underrepresented groups and prepares them for work in an increasingly complex world. This book is one of a series of three books that attempts to bring the voices of those who have been doing that "hard, day-to-day work" to a broader audience of Graduate Deans, other academic leaders, and faculty.

The idea of capturing these voices of the winners and "workers" in a new series entitled *Inclusiveness* was born at a meeting of the Council of Graduate Schools Advisory Committee on Minorities in Graduate Education in April 2002. The committee had three major goals in mind: to renew and reinvigorate the discussion about inclusiveness in graduate

education on campuses across the country; to share some ideas that may work at CGS member institutions; and to open up the dialogue for future contributions to this series.

For the purpose of advancing the discussion about inclusiveness, this series provides the vehicle for a plurality of voices. The CGS/Peterson's award-winners represented here, as well as some of the many other institutions committed to the cause of an inclusive graduate community, describe the practices that they have found to be most effective for their particular academic environments. As in any conversation, some may not agree with all of the viewpoints expressed in these books, the views of some may contradict those held by others, and not all of the practices described here will be suitable for every campus and every situation. However, we have decided to represent all of these voices because we believe that the understanding about how to achieve an inclusive graduate community is enriched by a conversation that accommodates a wide array of perspectives and participants. In the spirit of opening up this conversation to all stakeholders, CGS presents these publications of the Inclusiveness Project.

This series is a direct result of the leadership and planning of the Inclusiveness Project Advisory Committee, composed of the CGS Advisory Committee on Minorities in Graduate Education and some of the deans who have been CGS/Peterson's award winners. I would like to thank Cristina González, Chair of the Inclusiveness Project Advisory Committee, for all her hard work and insight, along with the other members of this committee. Of special note is our thanks to Peterson's, part of The Thomson Corporation, for its consistent and generous support of this cause.

Debra W. Stewart
President
Council of Graduate Schools

INTRODUCTION

"One of the four core elements of the CGS strategic plan is to advance inclusiveness in graduate education. It's central to our mission, and it has to be central to the fundamental mission of deans."

Debra W. Stewart, President, CGS

The Council of Graduate Schools Advisory Committee on Minorities in Graduate Education decided in its April 2002 meeting to launch a new series of booklets promoting inclusiveness in graduate education. The topic, last addressed in depth in booklets produced by CGS in the early 1990s, has been updated regularly with papers and presentations at conferences. However, in light of changing demographics, it is time for a summary review. All committee members feel that while some progress has been made, more needs to be done to promote inclusiveness.

THE CGS INCLUSIVENESS PROJECT ADVISORY COMMITTEE

The CGS Advisory Committee on Minorities in Graduate Education serves as a forum where strategies to enhance diversity, opportunity, and inclusiveness are discussed. This year, the committee took on the inclusiveness project and expanded participants to include members from the CGS/Peterson's award-winning institutions. The members of this Inclusiveness Project Advisory Committee are as follows:

- Cristina González
  Chair, Inclusiveness Project Advisory Committee, former Dean of the Graduate School and current Senior Advisor to the Chancellor, University of California, Davis
- Kweku Bentil
  Dean, School of Graduate Studies, Indiana State University

- F. Douglas Boudinot
  Dean, Virginia Commonwealth University, formerly Associate Dean, Graduate Studies, University of Georgia
- Al Carlozzi
  Associate Dean, Graduate College, Oklahoma State University
- L. Antonio Estevez
  Associate Dean, Academic Affairs and Director Graduate Studies, University of Puerto Rico, Mayagüez
- Roosevelt Y. Johnson
  Program Director, Alliances for Graduate Education and the Professoriate, National Science Foundation
- John A. Koropchak
  Vice Chancellor for Research and Graduate Dean, Southern Illinois University Carbondale
- Lawrence B. Martin
  Dean, Graduate School, Stony Brook University
- Claudia Mitchell-Kernan
  Vice Chancellor, Graduate Studies and Dean, Graduate Division–University of California, Los Angeles
- LaDelle Olion
  Dean, Graduate Studies and Continuing Education, Fayetteville State University
- Suzanne Ortega
  Vice Provost, Graduate School, University of Missouri–Columbia
- Gail Smith
  Acting Assistant Provost, The Graduate School and University Center, the City University of New York
- Frank Talamantes
  Vice Provost and Dean, Graduate Studies, University of California, Santa Cruz
- Vivian Vidoli
  Dean, Division of Graduate Studies, California State University –Fresno
- Debra W. Stewart
  President, Council of Graduate Schools
- Carol B. Lynch
  Vice Chancellor for Research and Dean of the Graduate School, University of Colorado–Boulder, CGS/NSF Dean in Residence 2001

CGS would like to thank these members for their contributions to this project.

THE CGS/PETERSON'S AWARD

Since 1994, CGS, with the support of Peterson's, has provided an award for innovation in the recruitment and retention of minority students. Each year, between 15 and 20 institutions submit proposals detailing their plans for inclusiveness. A selection committee has the difficult task of reviewing these submissions and selecting a winner. The CGS/Peterson's Award for Innovation in Promoting an Inclusive Graduate Community carries a two-year grant of $10,000 that must be matched by the winning institution. Many institutions have found that the recognition that comes from achieving this award is much more important than the financial prize. Indeed, for many institutions, the CGS/Peterson's award has brought focus to new and ongoing efforts to promote inclusiveness. Some have found it useful for enhancing on- and off-campus credibility, as well as for strengthening recruitment efforts. It is widely acknowledged as an award worth earning.

In a seminar at the 2001 CGS annual meeting, CGS/Peterson's award winners presented a "lessons learned" workshop to a standing-room-only crowd. At this point, it became clear that there is a demand for more information among the graduate school community about how to address issues of inclusiveness. Working with the CGS Committee on Minorities in Graduate Education, Debra Stewart determined a need to update the CGS booklets on the topic of inclusiveness in graduate education. Peterson's stepped in with funding for the project, which focuses on what may be transferable from the award-winning institutions and examines the challenges faced by all in the graduate community. Graduate deans often

CGS/PETERSON'S AWARD WINNERS

CGS and Peterson's have been recognizing innovations in inclusiveness in graduate education on a formal basis since 1994. A list of award winners includes:

1994 California State University–Fresno
1995 City University of New York (CUNY)–Graduate School
1996 Southern Illinois University Carbondale (SIUC)
1997 Oklahoma State University (OSU)
1998 (No winning submission)
1999 Stony Brook University
2000 University of Georgia
2001 University of Missouri–Columbia
2002 University of Maryland–Baltimore County (UMBC)

express the desire to strengthen inclusiveness efforts on their campus, but lack knowledge about "how to get there." These booklets aim to address the why's and how's of inclusiveness.

Entitled *Ensuring Success*, Book 3 focuses on retention and more. The aim of an inclusive graduate program is not just to hold on to students, but also to create an environment in which they are successful, complete their degrees in a timely fashion, and add to the richness of the educational community, specifically at their institutions, and in academia at large.

ENSURING SUCCESS GOES BEYOND RECRUITING UNDERREPRESENTED GROUPS

The original theme of this book was retention, but the CGS Advisory Committee on Minorities in Graduate Education, along with the group of deans from the CGS/Peterson's award-winning institutions, believes that "retention" is too narrow a description for the work to be done in this area of inclusiveness. It is also a word that can easily be misunderstood. Notes Roosevelt Johnson of the National Science Foundation, "In a certain context, retention in a graduate environment can be a negative thing. People could be kept for years and years into perpetuity. Time to degree is an issue." Kweku Bentil of Indiana State University adds that when some students transfer, they create an attrition statistic for one program, but a completion statistic for another. This book focuses on providing the kinds of experiences that will encourage students to complete their degrees at one of our universities.

What students experience after they have been admitted to a graduate program is of particular interest to *prospective* students. Students of all kinds who enter a graduate program want to know what happens at the other end. Part of recruitment is being able to demonstrate the success of students from diverse populations who come to your institution. As Cristina González says, "Many of the things that make campuses attractive to prospective students are also the things that make students succeed once they enroll."

> *"Is a student's success or failure just the student—or is it the institution and the process as well?"*
>
> Doug Boudinot
> University of Georgia

Institutions that are successful in attracting underrepresented students realize quickly that recruitment is not enough. "It's not just getting them

here, it's how you treat them when they get here," notes Al Carlozzi of Oklahoma State University. He asserts that perhaps *the* major component of ensuring the success of underrepresented graduate students is to provide for them a "context of caring"—an environment that demonstrates both an institutional and a personal commitment to their success.

> *"We must create a context of caring."*
>
> Al Carlozzi
> Oklahoma State University

This context of caring involves developing personal relationships with students, paying attention to their progress, learning and respecting the cultural richness they bring to campus, and helping them adapt to life as a graduate student. In addition to this context of caring, successful inclusiveness efforts include a curriculum that attracts students and meets their needs; mentoring that addresses specific issues experienced by underrepresented minorities; student support services, especially in areas like career development; counseling and testing; and funding strategies.

Inclusiveness Requires Constant Vigilance

The effort for inclusiveness is not always adopted immediately by administrators, faculty, and coworkers. This effort requires persuasion, tenacity, and persistence. Inclusiveness also requires a holistic approach. Having a program that is seamless, from recruiting students from underrepresented groups to ensuring their successful achievement of degrees and career placement, shows both an institutional and a personal commitment to these students. It takes a lot of work, as Dr. Carlozzi suggests: "We need to establish relationships from recruitment to admission and maintain those relationships for the duration of the graduate school experience. There needs to be an institutional commitment to creating a context of caring and support for students once they're admitted and to providing the resources and encouragement they need to complete their degrees. Simply stated, an important goal of any graduate school is to assist students as they move into, through, and out of their graduate programs."

> *"The more holistic and comprehensive the approach, the more effective it will be."*
>
> Roosevelt Johnson
> NSF

STRATEGIES TO ENSURE SUCCESS

> *"If we're educated, we can find ways to put students in a position to succeed. If we rely on the student alone we are not doing our job."*
>
> John Koropchak
> Southern Illinois University Carbondale

Based on the experiences of the CGS/Peterson's award-winning institutions, the following are some ideas for ensuring the success of your inclusiveness effort:

- Build a critical mass of students
- Be aware of student needs
- Welcome creative changes to curriculum
- Mentor students effectively
- Intervene as necessary
- Create support services
- Develop effective funding strategies

The following sections address each of these ideas in more detail.

> *"Inclusiveness needs attention as well as champions at every level of the graduate enterprise."*
>
> Vivian Vidoli
> California State University–Fresno

❖ Build a "Critical Mass" of Students

Many of the individuals interviewed identify the need for a "critical mass" to ensure successful inclusiveness efforts. "It takes a lot of effort to create a critical mass. A sense of community is important," notes Al Carlozzi, Oklahoma State University. The benefits are significant, as Vivian Vidoli comments: "when [inclusiveness efforts] reach a critical mass, they take on a life of their own." This sense of critical mass accrues over time and is the result of successful efforts in many areas including recruitment and especially retention of underrepresented graduate students. Building critical mass takes focus, planning, and funding. It means paying attention not only to the students your

institution is pursuing, but to the same students once they arrive at your institution to pursue their degrees. Learning from recent graduates can play a role as well. Critical mass may begin with numbers, but it also derives from a sense that students have that inclusiveness is not just an experiment at your institution but is part of the fabric of your university. Inclusiveness is something that is valued for the richness it brings to the academic enterprise—and to all the students and faculty members who participate in that enterprise.

> *"You can't bring about sufficient change until you get a number of minority faculty and minority students. They support each other and bring about change."*
>
> Charles Cowger
> University of Missouri–Columbia

Funding is extremely helpful in tilting the balance toward an inclusive community. David Ferguson of Stony Brook University says, "We used student fellowships to build a critical mass, a community of students. Some students can do it from scratch, with no community. But we have found that things don't 'get done' unless they are a priority for someone. We are much more systematic in tracking students. We know who they are and how they are doing. We look at issues and try to be responsive. We explore their needs and try to meet them."

❖ **Pay Attention!**

Those who care about inclusiveness make it an integral part of their everyday lives. This means paying attention to the students admitted to your programs at every stage of their progress. According to John Koropchak of Southern Illinois University Carbondale, you must "find ways to put a student in a position to succeed. If we are relying on the student alone, we are not doing our job." He adds, "The underrepresented population requires a little more effort because of the uniqueness of their situation." It is important to know when you lose students from a program and why. Ultimately, recruitment doesn't matter if institutions do not build an infrastructure that ensures success.

Instead of watching from the sidelines, it is critical to engage students in the discussion. Find out what they are experiencing and what

they need to be happier, better adjusted, and successful students. We know that for all students, social integration into the life of the program and department facilitates satisfaction and completion of the degree. But how do we know mid-course that students are satisfied? Some experts suggest periodically surveying students and sharing the results with departments, faculty, and central administration. Ask open-ended questions that might lead to curricular, community, environmental, or other changes. As with any survey, however, *don't ask* if your institution is unwilling to use the results. This will raise expectations unnecessarily for all students.

One dean believes that the approach some institutions take to graduate study must change—for the health of all students, minority and majority. Lawrence Martin notes that "medical schools have the attitude that you take in 100 students and four years later, you graduate 100 doctors. You screen them before you bring them in. . . . You select people with a capacity to succeed and work with them and ensure they succeed. That's how graduate education should be."

Scott Bass of UMBC agrees, "The first step is to admit students who have the capacity to succeed. In *Leaving the Ivory Tower: The Causes and Consequences of Departure From Graduate Study*, Barbara Lovitts reports that many students are not leaving because of academic difficulties. Rather, there is a lack of information about what it takes to progress in graduate study—and a lack of a supportive environment."

Dr. Bass adds, "Lovitts argues that this is not only an issue of underrepresented students. But sometimes, when the numbers are so small, false stereotypes are created. For example, an experience that one student has tends to get generalized to all minority students."

The UMBC experience, particularly with the Meyerhoff Graduate Program, shows a strong pattern of retention. "With 31 underrepresented students in more than six different programs, we've lost only two students in three years. Why? We offer these students a supportive environment, summer bridge retreat, regular meetings, and talks with the students—facilitated by faculty (Dr. Mike Summers). Our coordinator has a background in social work. This is not necessary, but helpful," comments Janet Rutledge, UMBC. "People are open and frank with one another; they talk about what's going on. Meyerhoff scholars learn that if you're faced with a particular problem, chances are that you are not alone. The communication that the Meyerhoff Graduate Program fosters helps to reduce feelings of alienation and isolation."

❖ **Open Up the Curriculum**

One of the many positive benefits of an inclusive academic environment is the potential for changes to the curriculum. This occurs when the viewpoints, experiences, and interests of a diverse student population are considered. (See CGS's *Achieving an Inclusive Graduate Community.)* Expanding the curriculum can have a positive effect on student retention as well. Graduate students who are engaged, who see an outlet for their research interests, and who can explore topics with others in an academic environment are more likely to value the graduate experience. A graduate school's commitment to its students' interests is repaid by students' commitment to its graduate programs. Widening the curriculum to include the richness of cultural influences shows students that the greater institution values inclusiveness as well.

UMBC creates opportunities for graduate students to take an active role in guiding the academic discussion. According to Janet Rutledge, "Meyerhoff graduate students can invite faculty of color to come to our campus to speak in their area of study. The student gets to be the host. They meet their heroes. UMBC pays for this program." Other institutions pursuing inclusiveness find it rewarding to involve students in widening the academic discussion. Opening up the curriculum can have a powerful effect on all students, not just those from underrepresented groups.

Charles Cowger of the University of Missouri–Columbia, has seen the impact of inclusiveness efforts on teaching styles as well. "When you walk into a classroom with a number of minority students, you teach differently. You are more sensitive in preparing the syllabus and lecture." He gives an example: "In discussing the Child Welfare System, we can teach about the data and present data that show more minority kids than white kids are wards of the state. But it doesn't mean anything unless you know that research and why the situation exists. There is little evidence in the data of what families get services first. Digging out the research that specifically relates to the influences in the Child Welfare System is important."

❖ **Mentoring Matters**

> *"To ensure success, you must have appropriate mentoring."*
>
> Janet Rutledge
> UMBC

A position paper from the Graduate Council of the University of Arizona explores the far-reaching impact of mentoring:

> In many ways, mentoring is the 'heart' of graduate education. The mentor is responsible for ensuring that the student becomes sophisticated in a discipline or field of study, is challenged intellectually, learns how to think critically, and aspires to create new knowledge. In addition, the mentor is responsible for assisting the student in developing the interpersonal skills needed to succeed in the discipline. Mentoring is distinct from advising because it involves a personal relationship. This relationship includes faculty members acting as close, trusted, experienced guides and advocates. The nature of the mentoring relationship is different for each student and depends on background (e.g., age, gender, ethnicity, culture), experience, and personal needs. It recognizes that graduate school includes socialization to the values, norms, practices, and attitudes of a discipline. Mentoring gradually transforms the student into a colleague. It produces opportunity and growth for both the mentor and the student. *Mentoring: The Faculty-Graduate Student Relationship, a Position Paper of the Graduate Council of the University of Arizona (1991).*

Dr. Rutledge finds that mentoring is a key way to keep abreast of student needs. She adds, "In fact, there is a need for multi-tiered mentoring. There are many ways that a student can be mentored. Peers, faculty research advisers, other faculty members—all can be mentors, sometimes just for short periods of time. You need resources to provide information to students about the path to success. It's important to get all faculty and staff to be a part of the whole effort aimed at the success of the student."

For many students, the graduate school experience, though exciting and stimulating, can be unsettling. Students may question themselves, their capabilities, and their ability to be successful. It's important to have a strong support network to reinforce the student's confidence. If students are uncomfortable with mentors, graduate programs need to facilitate changes. While research mentors are always faculty members, all mentors need not be faculty. At SIUC, non-faculty members serve as mentors. Assistant Dean Pat McNeil acts as "an adviser to the Black Students Association and to the American Indian Student Association. I help them encourage their fellow students. We need a supporting system for these populations on campus."

Peer mentoring can help; students can "buddy up" with like-minded graduate students through clubs, campus social events, or class.

> *"Students need someone to talk to, someone who cares."*
>
> Lawrence Martin
> Stony Brook University

Many award-winners have found that multiple mentorships provide the greatest benefits to students. One mentor may help with research, another with teaching responsibilities, yet another with career choices and goals. A student's success or failure shouldn't rest on the shoulders of the mentor. The student needs to be motivated and self-directed. But the stresses of graduate school, the environment, the pressure, and the workload, can sometimes undermine the confidence of even the most self-assured. Mentors can help to shore up the student's morale—and help to ensure success.

In addition to financial support, mentoring and integrating the student within the department are key ingredients in retaining talented students. "Studies have shown that efforts to mentor and actively involve students in departmental affairs are often particularly appreciated by minority students," notes Gail Smith of the CUNY Graduate Center. She adds that these elements fall "under the general heading of campus environment, which we should really stress as key."

> *"Having a chain of mentors is sometimes helpful. In this way, advanced Ph.D. students mentor mid-program students. Graduate students mentor undergraduates, who in turn mentor high school students."*
>
> David Ferguson
> Stony Brook University

Suzanne Ortega reports that the University of Missouri–Columbia offers many opportunities for mentoring, "from brown bag lunches to the graduate faculty senate who delivered a statement of effective practices in mentoring. We have found that new faculty may not know how to mentor; now we have 'colleague circles' so individuals can learn from one another." Good mentoring produces the kind of social integration that is often exhibited by successful students.

MENTORING—A WINNING SITUATION FOR ALL

Insights From
Scott A. Bass
Dean of the Graduate School and
Vice Provost for Research & Planning
and
Janet C. Rutledge
Associate Dean of the Graduate School
University of Maryland–Baltimore County
2002 Winner of the CGS/Peterson's Award for
Innovation in Promoting an Inclusive Graduate Community

The focus of UMBC's winning submission is mentoring. The plan builds on groundwork already laid at UMBC through a campus-wide dialogue on mentoring begun last year. Using internal speakers and input from graduate program directors, UMBC began to identify mentoring needs, especially among the underrepresented student population. This year, UMBC expanded this effort to include input from students, department chairs, faculty, and administration in subsequent discussions. A key component along the way has been using research techniques to identify best practices. The CGS/Peterson's award will enable UMBC to continue these efforts, both in developing mentors and in widening students' access to mentors—even those students in bridge programs that focus on the transition from undergraduate to graduate education. One major outcome of UMBC's work over the award period of the next two years will be a "lessons learned" pamphlet that they will make available to universities nationwide.

Both Scott Bass and Janet Rutledge have been working for years in graduate education and have a particular desire to bring the vision they share about inclusiveness to a wider audience. The graduate school's "big push on mentoring has been given a bigger boost" by achieving the CGS/Peterson's award, according to Dr. Rutledge. "The stamp of approval and credibility gained from this award will be very helpful for our efforts—especially in the faculty community." The money from the award, though helpful, "is not what motivated us," notes Dr. Bass. "The award helps us to motivate our already-involved faculty and helps us to bring our work on this topic to the national agenda."

Both Dr. Bass and Dr. Rutledge believe that the key to everything that goes on in graduate education is good mentoring. Most faculty members have a genuine desire to be good mentors—but sometimes some training is needed to maximize their potential. Because graduate faculty members live with research on a daily basis, the research into good mentoring practices will be an especially important component of building the case for mentoring. "We're not just interested in the soft side of things," notes Dr. Rutledge. "This is real, documented evidence that will help us improve mentoring."

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Dr. Bass notes that many of UMBCs graduate students come from supportive undergraduate experiences, many from HBCUs. Sometimes it is difficult to reproduce this environment at the graduate level. But mentoring can play a key role in ensuring success. He also mentions that UMBC will be looking at outcomes, including degree production by department. Often, individual programs are not aware of or focused on their failure to ensure success. In situations "where there's a gap between perception and reality," Dr. Bass hopes that facts will help make the case for a need for improvement.

There's a need to "discuss cultural issues and attitudinal issues" when making efforts to improve mentoring, comments Dr. Bass. He points out that historically there were faculty who believed that graduate study involved nearly a 24-hour-a-day commitment by the apprentice to the established scholar. This attitude can still persist despite the multitude of pressures faced by students with home and family obligations. Today, some faculty members may adhere to the models by which they were trained and not fully consider the implications for student life outside the university. Dr. Bass hopes that UMBC's efforts will bring issues to the fore that will enable students and faculty to have a dialogue about expectations and outcomes.

Dr. Rutledge also believes that effective mentoring—including peer mentoring, in which students have an opportunity to share experiences—is important for retention and success of graduates students: "They get away from the feeling that 'I am the only one experiencing this.' " She concurs with Dr. Bass that cultural issues—even gender and family issues—need to be taken into account when mentoring students: Personal obligations and success in graduate work should not be mutually exclusive. Mentoring can help bridge such gaps.

Dr. Bass summarizes the important role of mentoring: "Mentorship is really central to graduate education, which fundamentally requires a one-on-one experience between students and faculty. Such mentoring can start before students get to campus. When faculty members take an interest, this makes a big impression on the students. We don't have the breadth of some other research institutions, so if a campus of our size can interest students in a particular area of graduate study, we have found that having a contact for them on campus is important. We find that the impact of the campus, the kind of environment we have, and a real person in a department who can answer inquiries—all of these are important factors in both recruiting and retention."

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❖ **Intervention May Pay Off**

Many of those interviewed for this project believe that early intervention can be helpful in retaining students and improving the overall academic climate. Faculty interest in students cannot be relegated to periodic reviews. "If you hear about a student with a problem, get on it," advises Al Carlozzi of OSU. Savvy professionals who are successful with inclusiveness efforts are always on the lookout for potential problems. David Ferguson of Stony Brook emphasizes the need to "respond in real time to real problems. . . . Having an underrepresented graduate student meet with program staff and identify critical problems early, when they arise, is also a method to improve retention. If something is ready to boil over, you need to respond in real time." He adds, "If you can discover barriers that prevent progress, you should alert the department—the department may or may not be aware of them—but they can then help and support the student. Real time processing is important. Helping the graduate students to process the experience as they are going through it at a particular time helps to resolve differences. You can have meetings, monitor students, meet individuals who are having problems with faculty and say, 'try this, approach it this way.' One-to-one counseling helps."

> *"You're making the environment healthy."*
>
> Roosevelt Johnson
> NSF

Sometimes an intervention initiated on behalf of a minority student results in an improved climate for all students. Lawrence Martin of Stony Brook University describes a situation in which a minority student was having a problem in a lab with a mentor. As the problem was explored and "we talked to other students in the lab, we found that they all hated the mentor. The women thought he hated women, the international students thought he hated international students, the minority students thought he hated them. Everyone was having a bad time." In discussing the situation with the faculty member, "He couldn't believe it. He was setting high standards, he wanted the students to be successful—and he had no idea he was upsetting anyone!" Talking to him helped.

❖ **Create a Support System**

A support system starts with a better orientation to graduate study, the department, the campus, and the community. Useful tools for creating a support system include social activities, open-house presentations by campus and community organizations, and awards events. The benefits of such a support network extend beyond underrepresented student groups.

"We're working hard campus-wide to retain students—we're not focused just on underrepresented students," notes Suzanne Ortega of University of Missouri–Columbia. "We are preparing future faculty and weaving in the benefits of multicultural learning." Doug Boudinot describes how the University of Georgia changed its orientation: "Now it's better for all. You need to get students involved. Give them bus tours of campus—but also work with the local community. We actually moved our orientation to the Athens City Convention Center, with the help of the Mayor and Chamber of Commerce. We used the Athens Transport System for the students. We did this because we wanted all students to feel welcomed in the community. We wanted to help students learn where to get a haircut, where to eat—connect them to the local community."

Notes Scott Bass, UMBC, "The kind of people who are drawn to this level of education are individualistic and intense. Often, they find themselves at institutions where the faculty may not seem as nurturing as faculty at their undergraduate institution. If they move from a nurturing undergraduate experience, it's a tall order to meet their expectations at the graduate level. You need to be there for the students, to have a dialogue about the graduate experience, and to provide the support they need to succeed."

"You need to know informally and implicitly what to ask."
Joseph Brown, SIUC

"Building a community helps," adds Lawrence Martin of Stony Brook University. "A student realizes he/she is not the only one having problems and that faculty members are not the only people to turn to." Gail Smith reports that the CUNY Graduate Center has created a community of minority doctoral students under their MAGNET (Minority Access/ Graduate Networking) Program: "This community meets at monthly luncheon roundtables to discuss issues and share experiences. Those attending the luncheons represent every discipline and academic level—from entering student to postdoctoral fellows. One very valuable discussion touched everyone: how to pursue an active research career while at the same time sustaining a personal life. A fruitful conversation developed out of the statement of one married student that he felt torn between family and laboratory research. His wife complained that he spent too much time in the lab and his mentor complained that he did not spend enough time in the lab. Wherever he was, someone was expecting him to be somewhere else." Dr. Smith continues, "His peers at the MAGNET Roundtable were able to offer useful suggestions, which

helped the student to see his way out of his dilemma. Of equal importance was the fact that he recognized he was not alone in trying to solve the problem of achieving a balance between a personal and a professional life."

Support can mean building a bridge to the local community over time. Links between the university and the Chamber of Commerce and local businesses can be helpful when trying to acclimate underrepresented students to their new environment. The community may need to change as well. Lawrence Martin of Stony Brook notes that the local community has adjusted to an influx of underrepresented minorities. "A hospital and medical center are huge advantages. When your university has a Latino anesthesiologist, a black surgeon—that can be helpful in showing reasons not to be bogged down by prejudice."

Finally, have staff and faculty members who are "accessible and friendly, who extend themselves to students . . . show them you care," suggests Al Carlozzi, of Oklahoma State University. The impartiality of the graduate dean places him or her in an ideal position to mediate, advise, and defuse. Dr. Carlozzi continues, "Graduate students talk to us. If they have a conflict with someone, we can provide informal advisement about their rights and how best to handle the situation. Most graduate students view us in the Graduate College as more able to listen objectively to their experiences in their graduate programs than their program coordinators or department heads. We support students by consulting with them about options for solving problems they encounter in their academic departments, and we intervene on the student's behalf when necessary, working with students and their departments to engender the best possible outcomes for all concerned."

❖ **Funding Is a Critical Component**

"We lost a student who was working full-time on a Ph.D. in pharmacological research and working full-time to support her two kids—a 9-year-old and a 3-year-old. Her goal was research; she wasn't studying to be a pharmacist. She had a 4.0 and had to quit when her funding from an outside organization was cut because of a rule change. She transferred to another college, her funding was restored, and now she's pursuing a degree in another field. She couldn't pursue her first choice, but she couldn't afford to pursue a graduate degree otherwise."

Tony Capomaccia
University of Georgia

With regard to funding, Dr. Carlozzi reports that at his institution, "Approximately half of the graduate college allocation for tuition waivers is dispersed directly to students who are recommended by the departments and half is awarded to them through the departments. Departments are encouraged to consider inclusiveness in their awarding of departmental graduate tuition waivers and in their recommendations for graduate college tuition waivers. This helps departments stay focused on inclusiveness—and makes the effort a collaborative one with the graduate college." At many schools, some funding is allocated for pure fellowships for first-year students—they can get used to the work, the location, and the people without adding teaching to the equation. Teaching assistantships begin in the second year. In some institutions, some funding to departments is tied to individual students. If the student leaves, the funding is pulled back to central administration. This condition provides a strong incentive for departments to create an environment conducive to retention and success. The University of Missouri–Columbia has found effective funding strategies that match departmental dollars with money from the Graduate College. "This puts us in a better competitive position," notes Charles Cowger.

SHOW THAT INCLUSIVENESS WORKS

Part of ensuring success is sharing that success with others. This may be through the production of new master's and doctoral degree-holders. It may also be through the career advancement of underrepresented populations. In any and all cases, communicating about the success of inclusiveness efforts helps them to become contagious. Simple things can have a large impact. Vivian Vidoli mentions that at California State University–Fresno, "We videotaped the Hooding ceremony and put it up on the Web. About 30 percent receiving degrees are Hispanic or African American—and then we have international students as well. We show that to a worldwide audience. You can see the inclusiveness of the faculty, too, on the stage."

It is also important to measure results, not only the process of inclusiveness. Asking hard questions of yourself, your departments, your students, and your colleagues throughout the university community may help advance the cause of inclusiveness. Determine if inclusiveness efforts are working at your institution by looking at the bottom line. How many have moved through your pipeline to the professoriate or other careers? If it's not working, why not? And remember, as Cristina González of the University of California–Davis notes, "Campus leadership has to set the tone of the institution."

DAVID SHAFER'S PERSPECTIVE

Interim Assistant Dean
The Graduate School
North Carolina State University

Some of the things we do at North Carolina State University to retain qualified graduate students from underrepresented groups include the following:

- We financially support students with a two-year paid research experience during the year. This includes 20 hours per week working for their faculty mentor. During the summer, it's increased to 40 hours per week.
- We use the Bridges Program (sponsored by the NIH), which helps students in the biomedical sciences to move from the master's to the Ph.D. This is another step in the chain. We work with students from many colleges including NC A&T, Fayetteville State, and Pembroke.
- We have "Project Preserve," a math-prep program in the Physics Department that the graduate school funded last year. The summer before matriculating as graduate students, they take math to prepare for physics in order to avoid academic difficulties. This may be expanded to other areas: statistics, physical sciences, and math.
- We have a GRE-prep course in the evening. I'm there to open and close the doors. Students talk to me. They ask questions. I make myself available for students. Communication with students is very important.

Graduate enrollment of African Americans has increased 22 percent since 1998; we attribute this in part to NSF- and NIH-supported diversity programs as well as to campus visitations.

For retention, key aspects are funding, the math-prep course, different programs, and student groups such as the Association of African American Graduate Students. They act as a liaison for the graduate school and they help us publicize the "Visit NC State Day" and other diversity-related events.

In general, our atmosphere on campus is very good. It can vary from department to department. My experience with students is that there is a total mingling. During the summer research program, we provide intervention with students in difficulty—we deal with this on a case by case basis—we may change mentors or talk to the faculty mentor. Sometimes it's just a matter of communication.

We have engaged departments. For the summer program, we send e-mails to deans and directors of graduate studies asking for support—from any faculty member interested in mentoring. Many faculty members like to have undergraduates to help with research. They are not there for grunt work; they do meaningful research, do analyses, and get to make a research presentation. The faculty member gets another talented researcher. A lot of faculty members take on the role of mentor; they like to do it. We have no problems getting faculty mentors. We match students with the faculty member they want—and the entire program is very diverse.

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THE SREB DOCTORAL SCHOLARS PROGRAM

A PATHWAY TO ENSURE SUCCESS

By Ansley Abraham, Director
Doctoral Scholars Program
Southern Regional Education Board

Since 1993, the SREB and its affiliates in the west and northeast (Western Interstate Commission for Higher Education and New England Board of Higher Education) have served more than 600 underrepresented minority students by providing multiple levels of support as they move from graduate study to the professoriate. By the end of 2002, the number of SREB graduates will top 150; almost 70 percent of program graduates are on campuses as faculty members, administrators, or postdoctoral researchers. Currently, the retention and graduation rate is almost 90 percent, and more than 250 scholars are involved with graduate study leading to the Ph.D. Further, SREB scholars are achieving their doctoral degrees in a timely fashion—3.3 years for scholars with the master's degree and 4.7 years for scholars with the bachelor's degree.

The key to SREB's success is that scholars accepted into the program receive up to five years of financial support. More important, the program prides itself on being more than a "check and a handshake" program. SREB provides quality mentoring from program staff and faculty, professional development, ongoing training in effective practices and strategies for teaching and mentoring at the collegiate level, career preparation and placement activities, and access to a national network of minority doctoral scholars and faculty mentors.

Another critical component to SREB's success is its participation in the Compact for Faculty Diversity Institute on Teaching and Mentoring. This annual four-day national conference strengthens the skills, knowledge, and satisfaction levels of doctoral scholars by bringing them together to share personal experiences and learn the "basic mechanics" of conducting research, successful teaching techniques, good mentoring practices, proposal writing, and securing tenured-track faculty positions. Scholars are also encouraged to invite their mentors to attend the institute. While the mentors are present both to share the experience and time with their students, they also are provided opportunities to build their own skills as mentors and their capacity to serve as mentors—often across cultures.

With about one third of the nation's college students being people of color, but only about one tenth as faculty members, clearly there is a need. Southern Regional Education Board states are doing something about this situation. Clearly that something—the SREB Doctoral Scholars Program—is working.

MAKE INCLUSIVENESS PART OF THE WAY YOUR INSTITUTION WORKS

Many participants in this project emphasize the need to make inclusiveness part of the fabric of the institution—to ensure that these efforts are not the "flavor du jour," but rather, a part of an ongoing institutional commitment. One key area is in growing the numbers of faculty members from underrepresented groups. Suzanne Ortega of the University of Missouri–Columbia comments, "We have made diversity and inclusiveness a key component of our 'Preparing Future Faculty' curriculum. From diversity of learning styles to providing mentors at HBCUs and Tribal Colleges, we are not only transforming our current curriculum, but providing a faculty that itself is prepared to create a curriculum and pedagogy more appropriate to an increasingly diverse higher education student body."

WHAT CAN WE DO? AN INCLUSIVENESS CHECKLIST

Many institutions may attract underrepresented minorities—but can they keep them? Here's a handy checklist to help you ensure success for your underrepresented students.

- ❑ **Know Your Numbers**
  How good is your institution in retaining minority students? Which programs are better or worse at this? Why? Quantify your successes and failures in retention. Determine what needs to change for improvement to take place.

- ❑ **Know the Students**
  Keep track, intervene when necessary, compliment, cajole. Are they on track for their degrees? Having academic social or personal difficulties? Survey them and use the results—with faculty, administrators, and departments. Show students that you care about their success.

- ❑ **Have Effective Orientation Programs**
  This can even start the summer before matriculation. Carol Lynch, University of Colorado Boulder, comments: "There is a whole variety of roles for summer research—you can bring your students in after they've been admitted to give them a jump start."

- ❑ **Develop a Sense of Community for the Students**
  "Have students with similar adjustment experiences get together," suggests Lawrence Martin of Stony Brook. "They need to develop a sense of community similar to pioneer populations. They need to

have the sense of a community of agents for change. They need to feel like a part of the university community as a whole, to feel valued and accepted. We want the university to change as well—it's a two-way sense of acclimatization."

- ❑ **Have an Effective Mentor Program**
  Encourage the training and development of mentors. Spread the responsibility around, so that more individuals are engaged and burn-out is minimized.

- ❑ **Be a Team**
  Show active, visible support. Everyone needs to be involved to make inclusiveness work.

- ❑ **Address Organizational Gaps and Issues**
  At CGS meetings, there are breakout sessions on "hot topics." Consider having "hot topic" meetings on your campus about inclusiveness. Note who comes; listen for strongly held opinions; and understand the areas and programs that need to be addressed first to make changes. Use the momentum from the positive comments of engaged administrators, faculty, and students to move the rest. Create culture change on your campus by exposing individuals to beliefs of their fellow scholars about inclusiveness.

- ❑ **Work with the Local Community**
  Prepare students for the local community—and prepare the community for the impact of your student populations. Invite the community to celebrations of Black History, Hispanic Heritage, and Native American events. Use the university to help the community learn firsthand the benefits of inclusiveness.

- ❑ **Apply What You Learn**
  "What's working for our minority students is helping us with our majority graduate student population." Doug Boudinot, University of Georgia

- ❑ **Sometimes It's Just Obvious**
  "Be friendly, hire faculty and staff who are accessible and friendly. Make students feel welcomed and appreciated. Cultivate a context of caring in your graduate school and encourage an institutional commitment to creating a caring environment campus-wide—bottom line, extend yourself to students." Al Carlozzi, Oklahoma State University

Inclusiveness requires thoughtful planning, innovative strategies, and dedicated, committed individuals to implement it effectively. The results are certainly a reward in itself. "There are not five simple things that put you on the way to inclusiveness. It may take 50 things at your institution. Not everything is done through specific programs," summarizes Lawrence Martin, Stony Brook University.

> *"If you think inclusiveness is a better educational approach, you have to be on it all the time. You don't fix it and it goes away. Stay on it. Never stop."*
>
> Charles Cowger
> University of Missouri–Columbia

APPENDIXES

APPENDIX 1

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APPENDIX 2

Selected Inclusiveness Programs

Alliances for Graduate Education and the Professoriate (AGEP)

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Ford Foundation Predoctoral Fellowships for Minorities

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Gates Millennium Scholars (GMS) Program

Gates Millennium Scholars
P.O. Box 10500
Fairfax, Virginia 22031-8044
Phone: 877-690-4677 (toll-free)
http://www.gmsp.org/main.cfm

The Louis Stokes Alliances for Minority Participation (LSAMP) Program

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Mellon Minority Undergraduate Fellowship (MMUF) Program

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This publication was made possible with support from Peterson's, part of The Thomson Corporation.

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ISBN 0-9702680-4-1

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